

**Report of the
Accreditation Visiting Team**

**Copper Hills High School
5445 West New Bingham Highway
West Jordan, Utah 84088**

February 16-17, 2005



Utah State Office of Education
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Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Copper Hills High School
5445 West New Bingham Hwy
West Jordan, Utah 84088**

February 16-17, 2005

UTAH STATE OFFICE OF EDUCATION

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**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, February 16-17, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Copper Hills High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Tom Worlton is also commended.

The staff and administration are congratulated for their desire for excellence at Copper Hills High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Copper Hills High School.

Patti Harrington, Ed.D.
State Superintendent
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David Stoddard	Riverton K-12 Feeder System
Craig Stark	West Jordan K-12 Feeder System

COPPER HILLS HIGH SCHOOL

School Administration

Tom Worlton..... Principal
John Vincent (A-D)..... Assistant Principal
Kerry Schroepel (E-K)..... Assistant Principal
Marsha Morgan (L-Q)..... Assistant Principal
Lory Curtis (R-Z)..... Assistant Principal

Counseling

Marla Field (A-D)..... Counselor
Sharon Bluth (E-K)..... Counselor
Todd Bird (L-Q)..... Counselor
Marc Hone (R-Z)..... Counselor

Support Staff

Mark Sandberg..... Technology Coordinator
Kathy John..... Registrar

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Jim Anderson	Heather Hancock	Phil Miller
Trisha Bailey	Wendy Harmon	Jordan Morrell
Emily Barnum	Barbara Harrison	Susan Nelson
Jason Boss	John Hellwig	Paul Noble
Wendy Brown	Mindi Hilton	Bill Nordfelt
Demetrio Cabanillas	Marjan Hong	Scott Olpin
Sue Christenson	Judy Jackman	Elyse Pearmain
Mindy DeLuca	Bruce Jefferies	Paul Peay
Nic DeLuca	Lou Jessop	Megan Peck
Sara Diem	Bill John	Callie Pfister
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Ashley Durham	Bill Keil	Dennis Randall
Todd Egbert	Lori Kempton	Garth Rushforth
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Richard Gundersen	Ken McLaughlin	Sarah Southern

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Rex Spencer
Nancy Squires
Janilee Taylor
Tami Updike

Timette Wankier
Tom Watrous
Boyd Wenerstrom
Cherrie White
Heidi White

Carol Winter
Mike Wright
Kristy Yeschick

COPPER HILLS HIGH SCHOOL

MISSION STATEMENT

Students will graduate from Copper Hills High School with the skills necessary to be successful.

BELIEF STATEMENTS

- We believe that Copper Hills High School is a Professional Learning Community and will be a school chosen as exemplary by students and parents for its safety, academic excellence, and school community.
- We believe our students will be active participants in their education and graduate as productive citizens with the skills necessary for life-long learning.
- We believe our parents, community members, and stakeholders will proactively participate in student learning.
- We believe our staff will be respectful, involved and endeavor to collaboratively develop a standards-based curriculum.
- We believe our administration will be visible and proactively support students, teachers and the community.

MEMBERS OF THE VISITING TEAM

E. Ann Adams, Ph.D., Davis School District, Visiting Team Chairperson

Stella Hageman, Scott M. Matheson Junior High School, Granite School District

Charlotte Touati, Orem High School, Provo School District

Mark Wilson, Cyprus High School, Granite School District

Doug Yonemura, Roy High School, Weber School District

VISITING TEAM REPORT
COPPER HILLS HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Copper Hills High School is located in the southwestern portion of the Salt Lake Valley in the Jordan School District. As one of the district's newer schools, it opened its doors to serve the diverse community of West Jordan in 1995. When it was first constructed, the school was literally located in the middle of nowhere. Over the past ten years, however, the surrounding area has experienced a dramatic increase in population, resulting in the construction of a number of new homes.

The school's first principal (Mr. Bruce Garrison) decreed early on that Copper Hills was going to be a student-centered high school. A year prior to the school opening, a committee of students from within the boundary area was assembled to select the new school's colors (navy blue and forest green) and mascot (the Grizzly Bear). Faculty, parent, and student committees also met together to collaboratively create a mission statement and draft a set of comprehensive goals based on the Utah State Core Curriculum. These documents became the basis of the educational program at Copper Hills High School for the first several years.

The school continues to serve a diverse student population of more than 1,750 students. Members of the student body of Copper Hills High School report that they enjoy their educational experience, and seem to share an affinity with each other and appreciate the willingness of the staff to help them. They also commented on the ample number of opportunities that exist for them to participate in school activities, including more than 20 viable and popular clubs and organizations.

Similarly, parent representatives whose students are served by the school indicate that they are appreciative of the adults at the school and their efforts to ensure student success. While they agree that communication between the school and community could be improved, they acknowledge that their input is consistently welcomed by the faculty and staff, the administration, the school's Community Council, and PTSA Executive Board.

A number of innovative and significant changes have occurred at the school in recent years that confirm the faculty's support of the continuous improvement process. It is evident that faculty members share a willingness to embrace the opportunity to examine practices and identify and address areas of academic need, and that they remain committed to the school's mission of supporting student success.

Some of these innovations include:

- The establishment of the Career Focus program that allows students to explore opportunities beyond their high school years.
- A switch from the traditional 45-minute/7-period day to an 86-minute/8-period block schedule that extends instructional time for teachers.
- The creation of a Comprehensive School Improvement Planning Committee (CSIP) consisting of various stakeholder groups (including teachers, parents, students, administrators, and other staff members) to lead the self-study process.
- The pursuit of federal grant monies to support the exploration of the Small Learning Communities (SLC) model and its application at the school.
- The institution of a school-wide Six Traits of Writing program to address the reading and writing deficiencies of some students who may be struggling at the school.
- The adoption of a vertical teaming program that includes collaboration with feeder junior highs to articulate academic programs and identify incoming sophomores who may need additional support.
- The advent of a late-start program allowing additional time for tutoring students who may need extra help, providing opportunities for departmental collaboration, and allocating time for faculty members to attend staff development training for improving classroom instruction.

The Visiting Team members were impressed with the wide variety of innovative practices that were in place to support student achievement at Copper Hills High School.

a) *What significant findings were revealed by the school's analysis of its profile?*

Copper Hills' school profile provides an overview of the student body's demographic information, student achievement data, and perception survey results as reported by students, teachers, and parents served by the school. Additionally, the profile reveals information about who is achieving academically and who is not, along with what content is being mastered and what achievement gaps exist in subject matter areas.

An analysis of the data confirms that the student population of Copper Hills High School is continuing to grow and is becoming more ethnically and culturally diverse. In addition, there are a growing number of students receiving free and reduced-price lunch. Survey results from student perception surveys also indicate that a high percentage of students work part-time beyond the regular school day. Despite these conditions, student attendance remains high. Collectively, the

students maintain a positive attitude toward school, the faculty/staff, and the variety of educational programs being offered.

The student performance data reported by the school reveals that, in general, Copper Hills High School students perform at a slightly lower level than district, state, and national averages on norm-referenced and criterion-referenced assessments. Reading, writing, and math emerge as academic areas needing attention.

A decrease has been noted in the school's mathematics scores at both the pre-algebra and elementary algebra levels. There also appears to be a significant difference between the performance of female students and their male counterparts in areas of pre-algebra, elementary algebra, and geometry.

b) *What modifications to the school profile should the school consider for the future?*

Copper Hills High School should continue its efforts to systematically collect, disaggregate, and analyze pertinent student data to guide decisions made by the leadership team (CSIP), focus groups subcommittees, and within all departments at the school. This effort should be extended to include carefully selected measurements to define, monitor, and evaluate progress toward the school's desired results for student learning (DRSLs), including communication, collaboration, critical thinking, and citizenship.

The Visiting Team recommends that the school consistently utilize data collection and analysis processes to inform the work of individual teachers and leadership entities operating across all departments and at every organizational level.

The Visiting Team also suggests that data be gathered to measure the impact of the myriad innovations aimed at supporting student achievement (listed on the previous page of this report).

Suggested Areas for Further Inquiry:

- It is recommended that the faculty and staff at Copper Hills High School continue to rely upon ongoing data collection and data analysis, with further disaggregation at the classroom level. Clearly, a wide variety of methods and sources are required to track student and school-wide progress.
- It will also be important to conduct in-depth analyses of all of the information collected to ensure the work of staff members within all departments in addressing continuous, school-wide improvement.

- Moreover, the desired results for student learning (DRSLs) that emerged from the data will need to be clearly defined. This will assist the school in identifying a specific set of measurement tools for assessing progress toward each of the four areas identified (communication, collaboration, critical thinking, and citizenship).

CHAPTER 2: THE SELF-STUDY PROCESS

- a) To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

Copper Hills High School has been actively engaged in a collaborative self-study process for the past three years. The school began a self-study process during the 2002-03 school year, with the advent of the Copper Hills High School Comprehensive School Improvement Committee (CSIP). The work of this committee spearheaded the Collaborating for Student Achievement process and provided direction and guidance in addressing all areas of school improvement.

A good amount of evidence is present to indicate that Copper Hills High School utilized a collaborative approach in involving faculty members, students, and community members in the self-study process. It is clear that the CSIP committee has done a tremendous job in leading the faculty through the self-study process.

Throughout the school, each department worked toward adapting the four DRSLs (communication, collaboration, critical thinking, and citizenship) to its own curriculum. Additionally, they developed “power” standards and aligned them to the State Core in each curriculum area, and analyzed their effectiveness against the 11 Essential Questions derived from the NSSE rubrics. From this data, each department was able to ascertain areas of strength and to identify specific improvement goals.

- b) To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

The work completed by the CSIP committee and within each department shows a clear and significant effort to identify areas of strength and deficiency at Copper Hills High School. The departmental analyses are well structured and instructionally focused. It is recommended, however, that the Mathematics, Science, Foreign Language, and ESL Departments continue to refine their curriculum standards and align their teaching with the four school-wide desired results for student learning (DRSLs).

There is strong evidence to suggest that all staff members were involved with, and committed to, completing the self-study within each department. Continued

collaboration and open communication between the CSIP committee members and among each of the department chairs is strongly encouraged.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Copper Hills High School's desired results for student learning (DRSLs) are as follows:

1. Communication
2. Collaboration
3. Critical Thinking
4. Citizenship

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The current mission statement is a revised version of the one formulated during a collaborative process began by the Copper Hills High School faculty three years ago. During the autumn of 2002, a representative group of teachers, parents, students, and administrators met for two days to revisit and reframe the school's original mission statement. A set of accompanying belief statements was also completed and added to the school's overall vision.

It appears that an honest effort was made to include as many department members and stakeholders as possible for redefining the mission and beliefs of Copper Hills High School. As the self-study process continues, it is important that all members of the administration, department heads, and stakeholders (including parents, students, and community members) continue to be represented to ensure ownership across the school community.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

The belief statements correlate with the mission statement and the desired results for student learning (DRSLs). Staff members convey that all participated in the process of establishing such goals. Although the administration and the majority of the faculty members support the self-study process and its implications for improving teaching and learning, a few vary in their commitment to addressing the school's overall goals at the classroom level.

The Visiting Team recommends that the school continue the practice of redefining its purpose over time, particularly in light of its changing population. This will result in a mission statement that sets a compelling purpose and will serve as a call to action for all faculty and staff.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The mission statement is broad, but is aligned with the belief statements and the school's desired results for student learning (DRSLs). The Visiting Team recommends that the leadership team (CSIP) and department heads work closely and collaboratively to further define the four DRSLs identified as communication, collaboration, critical thinking, and citizenship. This will be necessary to ensure that student progress in each of these areas can be accurately measured and assessed.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

There is substantial evidence to suggest that ample opportunities were provided for collaboration and input into the refinement and development of curriculum. The "power" standards identified in each curricular area are clearly aligned with Utah State Core guidelines. In addition, the DRSLs identified during the self-study process align directly to Utah's Life Skills program.

The myriad innovative practices (including late start times, faculty study groups, faculty inquiry teams, and cross-curricular offerings) exist to support further curriculum development and articulation across all academic departments.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The teaching staff acknowledged, by in large, a team effort to collaborate in support of the development of a curriculum that focuses on the school's desired results for student learning (DRSLs). They have made great strides in having candid discussions about school issues related to aligning departments to school-wide goals. Several indicators, including the school's approach to cross-curricular teaming, an integrated career focus program, a Six Traits of Writing program, and inter-departmental common language usage, provide proof that the teaching staff's focus is in alignment with the overall mission of the school and the desired results for student learning (DRSLs).

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

It is evident that the professional staff individually, and in some cases collectively, design and demonstrate a variety of effective instructional strategies that not only actively engage students but also address a variety of student learning styles. While observing classes, it was obvious that the staff is aware of effective instructional strategies and corresponding activities that are aligned with the performance expectations and standards for students.

The Visiting Team observed teachers employing cooperative teaching strategies, group work, demonstrations, direct instruction, Socratic questioning, discussion, previewing, student presentations, visual aids, technology-aided instruction, use of manipulatives, and hands-on activities.

Some staff members proved more dynamic than others, and the Visiting Team would recommend that all teachers continue to explore “best practices” and to visit each other’s classrooms in order to further develop strategies that actively engage students in learning.

Nevertheless, the teaching staff has benefited from many professional development activities, and their work is ongoing. It is evident that a clear focus on instruction exists throughout the school.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

There are a number of programs and structures in place to support student learning at all levels. The Special Education Department, for example, works closely with core subject teachers to develop and offer additional remediation courses to struggling students.

Other departments within the school have developed a variety of instructional strategies based on the school self-evaluation document. In addition, the staff effectively utilizes AP and ATE certification assessments to monitor student achievement and articulate learning objectives to students.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

The school offers programs for a wide range of learner needs, from AP and concurrent enrollment to remedial classes for students who have missed credit in junior high. Classes have been created for ESL students and at-risk students who may benefit from additional academic support.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

Based upon classroom visits, it is evident that teachers at Copper Hills High School use a variety of assessments in their teaching to monitor student achievement. The Visiting Team observed the use of PowerPoint presentations made by students, group collaboration on assignments involving critical thinking, essay writing with group correction using a rubric, objective tests, and final products.

The department reports in the school self-study document mention the following assessments: objective tests, hands-on tests and projects, mock trials, portfolios, daily assignments, teacher observations, labs, PowerPoint presentations, CRT tests, discussions, feedback, performance, and critiques. Additionally, the Six Traits of Writing rubric is widely used at the classroom level. Within many departments performance standards are aligned with state and national standards, and student assessment tools are clearly articulated.

Because the expectations for student learning are not always clearly defined for every department, especially as they relate to the DRSLs, the articulation of the assessments with the expectations is not always clear either. However, there is strong evidence of effective assessment in individual classrooms.

The Visiting Team recommends a movement toward comprehensive assessment that is inclusive of all teaching programs and aligned with the school-wide mission statement and each of the four DRSLs.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The variety of assessments utilized by teachers at Copper Hills High School covers a vast array of purposes. It is clear that the staff has developed an understanding of and appreciation for the importance of using multiple assessments in evaluating student performance. It was observed that selected departments have clearly defined performance standards and have aligned appropriate assessments. It is suggested that the school as a whole define goals in terms of expected student performance, in order to create comprehensive and uniform assessments that align with the DRSLs.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The staff is dedicated to creating a safe and fair environment. Once the faculty of Copper Hills High School better defines the desired results for student learning

(DRSLs), assessments that accurately reflect the intended performance standards should be developed and implemented in all classes. As the staff further refines the process of identifying performance standards within each DRSL, fair assessments will be further guaranteed.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

Copper Hills High School has established a strong and positive academic learning environment that is actively supported by all the school's stakeholders, including administrators, faculty/staff, students, and community members. It is apparent that the school maintains a constant and steady focus on instructional goals that serves to guide professional development activities for teachers at the school.

Students and staff members alike report feeling valued and accepted despite the growing amount of diversity among the school's population. In particular, students report that the Copper Hills community has worked hard to establish its own identity and that these efforts have resulted in a strong sense of unity throughout the school.

Accomplishments on the part of students and faculty members are recognized and rewarded. However, the Visiting Team recommends that these efforts be extended to the community in an attempt to raise public awareness of the school's overall outstanding performance.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

It is apparent that the leadership team at the school effectively utilizes data to identify achievement gaps and establish goals. The action steps articulated by the faculty and staff are aligned with improvement goals and based upon research-based principles of teaching and learning.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

It is evident that decisions made by leadership entities at the school are related to an in-depth and comprehensive analysis of pertinent student achievement data and aligned with the school's mission that directly supports student achievement. The leadership team at the school is aware of CRT and SAT testing norms and has identified significant deficiencies in certain academic areas. This information has

been shared school-wide and within each department, and has been used to refine academic standards and establish measurable achievement goals.

Furthermore, it is clear that the baseline data gathered at the school site has influenced professional development opportunities for teachers at Copper Hills High School. Each offering is research-based, tied directly to a particular need, and aimed at improving classroom practice.

The Visiting Team recommends that the staff at Copper Hills High School continue to employ a systematic and comprehensive assessment system for monitoring student progress toward achievement of each of the four DRSLs. It is also important to continue gathering data to measure the impact of the professional development emphasis at the school and create assessment tools for tracking achievement in areas of reading, writing, math, and science.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The Visiting Team commends the work of department chairs, members of the CSIP committee, and the administration of Copper Hills High School for their effective use of collaborative decision-making processes throughout the self-study process. Their leadership provides significant and meaningful opportunities for involvement from faculty members, support staff, students, and members of the community.

However, it is important for all members of the administrative team to assume a more visible role in moving the school forward. The administration's increased involvement can help to ensure that the lines of communication remain open between members of the CSIP committee and departmental chairs.

Results from student surveys and from personal interviews conducted by members of the Visiting Team reveal that students feel safe at school and acknowledge the support of faculty and staff. Specifically, students note their teachers' willingness and availability to address personal and scholastic issues. Parents and community members also express their support of and confidence in the Copper Hills staff.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

It is evident that the administration and leadership entities at Copper Hills High School actively seek resources and dedicate their use to supporting student achievement. A wide variety of resources have been acquired and allocated for

planning and implementing a number of innovative practices and strategies that support school-wide goals.

The Visiting Team recommends the involvement of all staff members, including department chairs and representatives from non-academic departments, in decisions having to do with resource allocation and use. It is also important to continue aligning the acquisition and use of resources with the DRSLs and the school's action plan for overall improvement.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

Copper Hills High School actively engages the knowledge, skills, and expertise of the faculty to employ data-driven and research-based decision-making that will serve to enhance long-term school improvement planning. The administration is encouraged to continue providing opportunities for more parents and community members to become involved in the self-study process.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

It is the general impression of the Visiting Team that the accreditation process may be the driving force behind greatly improved community outreach efforts on the part of the administration, faculty, and student body of Copper Hills High School. Although the faculty and administration had been attending an annual leadership conference during the summer, this was the first year that parents and students were included. It was revealed through numerous interviews with administrators, teachers, students, and parents that this coming together of all stakeholders has been responsible for many improvements in community building and working relationships within the school.

This is also the first year that the Student Council has become a unified entity, following the merger of class officers with student body officers. This has resulted in a powerful contingent of student leaders who are directly responsible for school spirit and the feeling of belonging that permeates the student body. This group of young student leaders is to be commended for their enthusiasm, commitment, integrity, and positive attitude in their roles as elected officers, and it is this council that may be responsible for the apparent cohesiveness of the student body.

It is apparent that the faculty and administration are committed to student welfare, and to ongoing development and participation in student groups to build morale

and school involvement. There also appears to be improved cooperation and collegiality between and within departments, with ongoing necessary improvements in communication.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

The survey process appears to have revealed some gaps in community building beyond the school walls, but these gaps have been attended to. There is an absence of strong community partnerships, and there is apparent need for financial and public relations support from the community, as evidenced by the Sterling Scholar program's lack of funding.

The modes of communication with parents and other stakeholders have improved greatly, in large part due to the accreditation process. Considering the excellent efforts being extended within the school walls, adding the community-based component of the process could only enhance effectiveness.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The school's organizational system and culture stress the commitment to continuous improvement. This strength is evident in the widespread support of staff development that introduces current thinking and best practices, time allocation for interdepartmental communication and discussion, and school-supported opportunities outside the regular school setting.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

There is significant evidence to suggest the administrative leadership style not only supports, but creates new ideas and directions targeting continuous improvement and productive change. Furthermore, there appears to be a symbiotic, though subtle, relationship between the principal's democratic style and the rest of the school's need to move forward on multiple fronts.

There is also significant evidence to suggest the school has turned to the community at large for further impetus. This year's summer leadership conference involving faculty members, students, and parents appears to have resolved some issues that may have created blockage on some organizational levels.

One is left with the belief that this school's faculty, staff, and students have both abundant energy and the perseverance to pursue and realize the future they envision.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Copper Hills High School's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interest of students and parents. Students and parents have the right to access personal student records and are ensured privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

Standard VII – Preparation of Personnel

This standard is met. All professional personnel are in compliance with the licensing requirements of the state of Utah and are properly endorsed for the subjects they are assigned.

Standard VIII – Administration

This standard is met. The administration of Copper Hills High School provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is met. The total number of students instructed by any one teacher in any one grading period does not exceed numbers set by the Utah State Office of Education and/or Northwest.

Standard X – Activities

This standard is met. Copper Hills High School supports a range of activities that supplement the basic instructional program by providing additional experiences and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

As a result of an analysis of the student performance data, the faculty and staff at Copper Hills High School have identified writing and reading as areas needing

attention across all curriculum areas. The implementation of a school-wide Six Traits of Writing program, an emphasis on content area literacy, and the creation of a writing assessment that can be used across departments will address these two issues.

In addition, the identified need to extend opportunities for input from all stakeholders into the decision-making process was confirmed by information gathered from interviews by Visiting Team members. A plan to extend the involvement of all faculty and parent groups (beyond the CSIP committee) will lead to better communication and a more collaborative effort for supporting school improvement

Although scores appear to have dropped in recent years in both elementary algebra and geometry, there is no mention of the apparent need to address mathematics as part of the school improvement plan. The Visiting Team recommends that the school's action plan be adjusted to fulfill this need.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

It is clear that the faculty, staff, and community of Copper Hills High School have embraced the inquiry process involved in the self-study and are supportive of the action plan presented in the report. The plan provides a detailed time line and commits school, district, state, and federal resources for implementation of the plan.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

Copper Hills High School's action plan provides a systematic approach to implementing a plan for improving each area of focus. However, the Visiting Team did not find specific measures for monitoring progress toward each of the DRSLs. Therefore, it is recommended that the school more clearly define the four DRSLs (communication, collaboration, critical thinking, and citizenship) and create a set of measurement tools for tracking student progress in each of these areas.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- The faculty and staff are to be commended for embracing the school improvement process and completing the self-study. It has clearly been a teacher-driven endeavor (rather than an initiative imposed from the top down). Copper Hills High School has developed a clear understanding of its issues and challenges and demonstrates a willingness to examine and address current practices/conditions within the school.
- Change can be difficult; however, the faculty and staff at the school embrace the opportunity to improve upon and adapt to new structures that support student learning. Collectively, they have maintained respectful and supportive of each other throughout the process.
- The administration is to be commended for staffing the school with professional and talented faculty members who are open, caring, and supportive of each other and of the student body as a whole.
- The administration is to be commended for actively seeking out and providing a wide variety of resources and making them available to the faculty and staff to support classroom instruction and student learning across the curriculum.
- The faculty is to be commended for creating and maintaining a strong instructional focus throughout the school. The staff is to be commended for the number of structures and processes (e.g., late start days, school-wide professional development for teachers, small learning communities, inter-departmental teaming, etc.) that are in place to support student learning and improve teaching practice. A willingness to embrace programs and practices that positively affect student achievement abounds throughout the school.
- Although Copper Hills High School serves a diverse population, the faculty and staff are to be commended for providing an environment in which students feel genuinely cared for, respected, and welcomed to participate in a variety of school activities and functions.

Recommendations:

- The Visiting Team recommends that the faculty and staff work toward clearly articulating the school's mission statement so that it becomes the common focus that encompasses and aligns with the DRSLs. The mission statement should also serve as the guiding principle for planning and implementing professional

development opportunities for teachers, and for adopting the structures and processes that have been selected for supporting student learning.

It is suggested that the school begin by clearly defining the DRSLs (the “four C’s”) identified in the self-study and apply them school-wide so that they can be more accurately utilized as departmental indicators for measuring student success at the classroom level.

- The Visiting Team recommends that the CSIP committee validate the work of all stakeholders (including department heads) and create a formal system for supporting communication, coordination, and collaboration among all stakeholder groups.
- The Visiting Team recommends that that the faculty continue to work at implementing the research-based strategies provided at weekly staff development trainings into classroom practice, and that “job-embedded” structures be created to support this endeavor.
- The Visiting Team recommends that the administration and faculty work together to expand and support opportunities for all teachers to integrate curricula and expand knowledge across departmental lines.
- The Visiting Team recommends that the administration and faculty provide ample means of communication and create opportunities for the school to connect with the community, including the exploration and expansion of business-community partnerships.